April 5, 1956

Education Summary

A SEMI-MONTHLY REPORT ON NEW DEVELOPMENTS, TRENDS, IDEAS, AND RESEARCH IN EDUCATION

• *Trends and Issues*

Education's proposed budget for 1957, an increase from $3¾ million to $6 million, has been cut almost in half by the House Appropriations Committee. Secretary Folsom (HEW) has consequently gone before a Senate appropriations subcommittee in a desperate effort to have the cut restored. At the same time that the House cut the education budget (except for aid to the mentally retarded) it gave Secretary Folsom $10 million more than he had asked for in medical research – bringing that total to around $135 million. Stating that his request for education was "a very modest one," the Secretary added that the 50% increase asked for was "not much when you consider we started with a very small base." Among other educational short-circuits, the House Appropriations cut will wipe out the follow-up program on the White House Conference planned by the Office of Education. Prediction: Secretary Folsom, up in arms, will get at least a part of the cut restored.

The President will not withhold funds for school construction on the basis of the Supreme Court desegregation decision alone, nor will it look for a test school-aid case. So Bryce N. Harlow, Administrative Ass't to the President, defines the Executive point of view in answer to a letter written by members of the House of Representatives seeking information. Mr. Bryce states that it is up to the Federal judiciary, not the Executive Branch, to determine how the Supreme Court mandate will be enforced. The nettled Representatives retort that the letter is "incredible" under the circumstances and are pressing for further clarification. One apparent effect of the President's letter will be to bolster the proposed Powell amendment.

Consequently the school building bill now in deep freeze in the House Rules Committee will probably remain on ice for some time. House members believe that the President's stand will eventually doom the Construction Bill by filibuster in the Senate – provided it ever leaves the House. Despite Speaker Rayburn's tabbing it at the top of his "must" legislation this session, other toe-stepping issues involved add to the difficulties of its passage – the civil rights row for one, and such sensitized questions as the status of private and parochial schools.

Congressional backing and filling to the contrary, a new nationwide survey made by Pollster George Gallop indicates that by and large the voters want the school-aid bill passed – even if it means money for Southern desegregation. Cutting across party lines in an election year, 61% of the voters favor the immediate passage of the bill, while 32% oppose, but only if any money goes to states resisting the Supreme Court ruling.

Penny-wise policies in education must be considered as one of the gravest issues in the U.S. today, charges Lyle M. Spencer, president of the Science Research Associates, speaking before the Eastern Invitational Conference in Washington. We are, he says, taking the American way of life in our hands – education is a battleground in the struggle for progress or survival. Money spent on education has dropped from 3.3% to 1.8% of the national income in the last 25 years, teacher salaries have gone up only 66% as fast as other professional incomes. In other

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words, as the proportion of youngsters going to high school and college increases, our support of education has decreased. What to do? "Educators," says Mr. Spencer, "still have not really gotten our story across." People in the field must show the need, demonstrate the possibility and necessity of improvement.

• *Schools and the Public*

Parents must take blame for poor reading habits of children, says Margaret Martignoni, juvenile editor at Alfred A. Knopf, publishers. It is time to place responsibility squarely where it belongs, not on the schools or the community, but on the parent. Speaking before the Parents League of New York, Miss Martignoni states: "If parents spend their time on mediocre entertainment they can expect their children to do likewise." Many parents who insist that they have definite reading interests do not read because they "just do not have time." If they cannot find time, she asks, how can they expect it of their children?

Parents feel there is one easy answer to the question: what should children read? There is no pat answer, she concludes. Children's interests, tastes change continuously – it is up to parents to pay attention to these patterns.

• *Administration*

Everything the administrator does, many things he doesn't do, constitute a public relations act that may never be properly interpreted to the public, states Joseph A. Dorff, Principal, Upper Arlington High School, Columbus, Ohio. 50% of the school public, he points out, is apathetic: it will support the *status quo*, is hard to reach, but once reached is easily influenced. It is the principal's responsibility to make known that he has a good school.

Briefly, the principal of a local high school has two broad responsibilities, says Mr. Dorff: (1) as administrative head of his school, (2) as representative and spokesman for the educational profession. As a good administrator, he warns, remember that in practice these two functions are inseparable, that as a *good* administrator you must constantly interpret the school to the public.

To fully realize his responsibilities the good administrator must:

–*Learn and know the community, interpret it to his staff.* Bear in mind the many self-interested "publics" within the larger public, maintain a balance between these pressure groups, teach the staff the part they play, their contribution to the over-all program.

–*Accept the sole responsibility for planning and coordinating the school's public relations plan.* Teachers can't be expected to take such initiatives, nor do they have the authority or experience to handle such complex interworkings as city officials, PTA, school board.

–*Delegate duties and responsibilities to staff members and school personnel.* Recognize basic psychological urges: everybody wants to be important. Assign duties with this principle in mind *and follow through* to see that they are finished.

–*Seek school-public cooperation, work together for common aims.* Parents and community will support the school's program if they share its *meaningful* business – parents think twice before condemning "our" school if they see the fault themselves.

Mr. Dorff summarizes the panel discussion given before the National Association of Secondary School Principals in Chicago. Topic: "How Can the School Develop Good School-Community Relations?"

CURRENT READING OF SPECIAL INTEREST

Report on the South: The Integration Issue, (N.Y. Times, *Tues. March 12, 1956), by members of the staff. Reprints available from The New York Times, 229 W. 43rd St., N.Y. 36. 8pp. Paper. 5c.*

The 4th National Convention of the National Science Teachers Association, Washington, D. C. March 14-17, 1956

PROBLEM-SOLVING: HOW WE LEARN

Science facilities for problem-solving. The most practical and realistic approach for developing problem-solving skills is to have the student work on personally significant problems. "This requires science facilities, which should be conceived in terms of the functions, space relations and tools essential for the development of problem-solving abilities," pointed out *Dr. Paul DeH. Hurd, Stanford University.* "Planning facilities is not simply a matter of making sketches and choosing equipment," but a procedure that begins with an analysis and an evaluation of the existing science curriculum in terms of its educational services.

"Science courses organized around problems become exciting intellectual adventures in which students have a chance to plan, to try out and to discover." Learning through problem-solving, Dr. Hurd stated, is a highly individualized method of learning – possibly the best developed in education. "It allows for greater flexibility in learning procedures, permits variations in curriculum content, and places the responsibility for learning upon the individual."

Reflective teaching of science. "There is nothing more in teaching scientific thinking than helping students reach understandings of the scientific principles which make up a given course," said *Dr. Ernest E. Bayles, University of Kansas.* The understanding of these principles is not antithetical to training in scientific problem-solving. Such training is probably the most efficacious way known to develop scientific understandings. "What indeed is the kind

• *Philosophy and Goals*

The unseen curriculum, present in every teaching program, is the greatest challenge in education today, writes Pickens E. Harris in the March issue of *Educational Leadership.* It has at least three major aspects: (1) the standards and emotional content of children's lives, (2) the "associated intellectual content" that comes to the fore when we attempt to evaluate personality and (3) the patterns of belief and understanding that we use as instruments in guidance.

If the chief duty of teachers is to transmit the facts and understanding needed to cope with a difficult world a "vastly greater attention to the selection and teaching of critically important subject matters" must be paid. No wonder, says Mr. Harris, that teachers are embarrassed when industry feels the necessity to step in and explain the "functional relevance" of certain courses to the development of skills which will be used later on. Our error, he continues, is in regarding "curriculum materials and children's learning as residing in different spheres . . . when the identifiable in what is taught tends to take precedence." Only incidental attention is then given intangibles, the *values* that are inherent and of paramount importance.

Our awareness, concludes Mr. Harris, should make us understand more clearly the necessity for providing children with an opportunity for "active participation in the development of what is taught."

• *The Learner*

Compulsory education must be abolished at the secondary school level and child labor laws repealed, says Dr. Ruth Alexander, author and columnist for the Hearst newspapers. Speaking before the National Association of Secondary School Principals at Chicago, on the problem of delinquency, she pointed out that the "annual bill for crime is 'reasonably' estimated at more than 20 billion dollars," that more than half of all adult criminals were juvenile delinquents.

The number one answer to delinquency is *work,* asserts Dr. Alexander. "Thousands, possibly millions,

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of teaching which promotes not only the understanding of principles but also the capacity to solve problems scientifically?" Mr. Bayles asked. The answer is simple: Students are handled so that they learn principles by the inductive-deductive method of modern scientific investigation. The teaching procedure is (1) problem-raising, and (2) problem-solving. The criteria:

—Modern problem-solving is dependent upon data, upon well-authenticated observations of objects and events.

—The pattern of the data must be harmonious. It must hold the data together, all parts must fit and support other parts.

Science in the elementary classroom. A science program for rapid learners must begin early, long before the secondary school, stated *Dr. A. Harry Passow, Columbia University.* "We cannot and need not commit rapid learners to science careers during the elementary years but we can provide them with the kinds of experiences which enhance interest and stimulate understanding of the meaning and importance of science."

Science has filtered down into elementary school programs, although on a limited scale, he continued. For rapid learners it need not be confined to nature study or "watered-down" experiments. They are capable of projects, independent study. They can read and comprehend materials far beyond their grade level.

"In our culture students often fail to discover that it is possible to find things out for oneself." We need to create conditions at all levels which help youngsters learn that they can satisfy their curiosity by their own efforts.

Two promising procedures pointed out for the elementory school by Dr. Passow were: (1) In-service help through the aid of specialists from nearby colleges or industry to enhance teacher competence, and (2) closer cooperation between high school and elementary school in the use of staff equipment, materials and science teachers.

New horizons for science in industry. One of the most significant characteristics of scientific exploration is the way a discovery in one area leads to new developments in another. "Radio led us into television," said *Dr. Samuel Lenher, Vice President of E. I. du Pont de Nemours & Co.,* "Tetraethyl lead and catalytic cracking gave us high octane gasoline—leading us to the higher compression engine."

In trying to measure the new horizon for scientific education we must make allowance for the step-up in the pace of technological changes. Until 1900 there was little scientific research in the U.S. outside of the universities. In 1955 an estimated four billion dollars was spent. The expenditures are mounting on all levels. "Industry believes that we must still look to the universities for most of the basic scientific information," Mr. Lenher added.

Industry uses instrumentation and electronic controls increasingly. We have developed machines of all sizes, "from the electron microscope to the earth-moving devices that cut highways through mountains." Each leads to something better.

Still, if we have a marvelously complex computer, it takes scientists "to select the information fed to these memory machines." It takes scientists to interpret the results. As industrial technology becomes increasingly complex, more scientists will be required.

are in school today only because the law requires their attendance." They want to go to work and "sitting in a schoolroom" year after year "seems interminable . . . irrelevant . . . finally becomes intolerable." Result: "They begin their career of crime with truancy."

Schools, *per se*, however, do not cause delinquency, says Dr. Alexander. She quotes the U. S. Children's Bureau's study of 1000 delinquents as revealing that *personal motivation* toward crime is "well-defined almost in infancy," that "more than a third were showing noticeable signs of becoming delinquent at the age of eight or earlier."

Vigorous opposition to Dr. Alexander's recommendation was voiced by Sol Markoff, Executive of the National Child Labor Committee. Sending out youngsters who have school difficulties because of character, personality and intelligence traits would hardly solve the problems of delinquency, comments Mr. Markoff. They "would also have difficulty in finding employment and holding jobs." Abolishing compulsory education would fill the streets with discontented, maladjusted, jobless youths "more prone than ever to express their dissatisfaction in acts of delinquency." In effect, concludes Mr. Markoff, it would be "passing the buck to industry and business and asking them to play nursemaid to troubled youngsters."

Most boys want scientific education says the nation's largest scholarship organization, the National Merit Scholarship Corporation. Tests conducted among 5078 high school senior semifinalists to determine the winners of $3 million worth of scholarships, show that 56% of the boys want to become scientists or engineers, 36% of the girls, teachers. Experts warn that these are critical manpower shortage areas. Other percentages:

FIELD	GIRLS	BOYS
Medicine, Health	10	10
Business	8	8
Law	5	8
Arts/Letters	12	4
Religion or Social Service	4	3

J. Edgar Hoover blames parents who criticize law enforcement officers instead of training their children to respect "God, the law and others." Characterizing these parents as "soft headed," he points out that the crime rate is particularly critical among youth — of two new Federal prisons to be built, one will be exclusively for juvenile offenders. Speaking before a House Appropriations subcommittee, Mr. Hoover cites some facts:

—2,255,000 major crimes were committed in 1955, a decrease of half of one per cent than in 1954. This is the first drop in seven years.

—A major crime is committed every 13.9 seconds.

—One out of every 18 homes will be victimized this year.

The cost? $20 billion a year, or an average of $477 *for every family in the nation.*

CURRENT READING OF SPECIAL INTEREST

Back to What Woodshed? *by Justine Wise Polier. Public Affairs Committee, 22 E. 38th St., N.Y. 16. 28pp. Paper. 25c.*

• *Teaching Methods*

Teachers of music are too concerned with methods of teaching rather than music itself, said William Schuman, president of the Juilliard School of Music at a recent symposium. By not giving students a broad enough concept of music, teachers are shirking their duty. "In many of our schools we do not really bring music to the children," he points out.

Suggested: introduce high school pupils to the works of American composers — for "there is no finer way of understanding the creative processes of the past than by studying those of today."

CURRENT READING OF SPECIAL INTEREST

Work-Experience Laboratories. *HEW, U. S. Office of Education. Supt. of Documents, Wash. 25, D. C. 19pp. Paper. 15c. (Importance of work experience, responsibility of faculty.)*

• *Higher Education*

Raise your college tuition 50% for that extra billion a year you need, urges Pres. Earl J. McGrath, U. of Kansas City, speaking at the Conference on Education in Chicago. The meeting was sponsored by the National Association for Higher Education.

Educational quality will soon deteriorate, the ex-U. S. Commissioner of Education warns, if students do not pay a greater proportion of their college education. At present, says Dr. McGrath, college students pay about 68% of private institutional costs, 30% of public institutional costs; the figures should be, he maintains, 85% for private institutions, 50% for public.

"I don't think our democratic social philosophy requires either public or private institutions to pay tuition fees for students who drive to the college gates in Cadillac convertibles."

For those students who are gifted but not financially able to pay the higher fees, he advocates a $400 million Federal scholarship program.

Facts of communism should be taught in every college in the U. S., advocates Francis O. Wilcox, Ass't Secretary of State for International Organization Affairs. "Our college students must understand the demands of the new position of leadership into which we have been thrust." Noting that the Soviet Union's recent shift in foreign policy means only that "the termite is to take the place of the battering ram," Mr. Wilcox adds that it is vital that we "comprehend the new forces at play in the world . . . that we understand what we can do to meet the Soviet bid." Since today's students may be faced with the cold war for the next 40 years, they should be aware of the "cold facts" about communism, he concludes.

Mr. Wilcox spoke before the American Association of Junior Colleges in New York City.

CURRENT READING OF SPECIAL INTEREST

Graduate Education for Women: The Radcliffe Ph.D., *a report by a Faculty-Trustee Committee. Harvard University Press, Cambridge, Mass. 135pp. Index. $3.50.*

Creative ***Thinking Living Teaching***

Anyone attending an annual Conference of the ASCD must come away impressed with the dignity, courage and devotion with which these educators face the complex problems of the classroom. It is difficult to doubt the essential wisdom of the American system of education when so rich and resourceful a group, representing in itself the whole of American education, is on the march.

Creativity is something which everyone wants and no one is quite sure how to find and how to produce. We are obsessed by the idea of it, said *President Harold Taylor of Sarah Lawrence College.* Why? Because without it no society or civilization can sustain itself. The idea of creativity is new — a concept less than a hundred years old. Yet already the word "creative" has been so badly worn that we use it indiscriminately for anything we like.

The idea itself began as part of the romantic movement, the liberal revolt against authority and a static society. It blossomed philosophically in "creative evolution," in William James and John Dewey. "The task of education for Dewey was to encourage the creative act in the individual child." It is still the modern movement in education, representing a fundamental shift in attitude toward life itself. The creative person is one who meets each new situation with an open and positive attitude.

The characteristic of the creative mind is its spontaneity, its independence, and its freedom to explore and to find. Creativity is the enemy of caution and the antithesis of doubt. It is a personal affair, expressing itself in the individual or not at all. Yet more and more there are blocks set before people who want to act or think on their own. However, unless a man identifies himself passionately with what he believes, he is less than a man, unlikely to add much to the sum total of human good.

The equilibrium of society is brought about by the balance if opinion, and educational institutions transmit the habits of mind, the social customs from one generation to another, where children are taught the point of view and values of preceding generations. Our schools and colleges should not be merely the agencies for transmitting the less worthy of these values.

Each generation of children has its own truth, each child has a fresh start, and the institutions of education should be agencies of creative effort by children and teachers together for adding new insight and new ideas to the present fund of knowledge and custom.

In societies, as in the individual, creativity needs at its base a drive, moral, aesthetics and intellectual energy that will not rest content with the forms of life, art or social order which presently exist. In education the way to evoke that energy is to give freedom, encouragement and help, to give to the individual that sense of expectancy for the excitement of the unforeseen which is the necessary condition of the creative act.

There are a few clear principles by which we can judge the process of creative thinking, said *Dr. Gardner Murphy, Director of Research at the Menninger Foundation.* These acts of creativeness arise in a situation which generally involve four phases.

The first is "the long immersion of the sensitive mind in some specific medium," a world of color, tone, or imagery. The first great problem confronting the parent or teacher is to allow this "outpouring of mind and heart to have its way."

The second phase in creativeness appears when "this sensitivity" leads to the acquisition of storehouses of experience, to organized patterns of temporal and spatial relationships. All of these many patterns are organized into vast systems of flexible information and experience. It is from these storehouses, based upon years of accumulation and incubation, that the sudden creative inspiration derives.

The third phase is "the stage of inspiration or sudden fulfillment." These acts of inspiration necessarily follow the first two, the phases of sensitivity and incubation. These insights, illuminations come to all of us. They depend for their existence upon the parent's, the teacher's encouragement.

The teacher is of special importance in this, Dr. Murphy pointed out, because insights or inspirations are uncontrolable. For this reason, a certain willingness to allow for chaos and irrelevance, a certain freedom from social regimentation must be allowed.

The fourth step is the "hammering-out, the testing, the critical evaluation and perfecting of the work done."

Teach youth to withstand pressures against creativity, asked *W. H. Whyte, Associate Editor of Fortune magazine.* Pointing out that most of our talented youth will make their major contributions through the huge collective enterprises of our time — organizations that are basically hostile to creativity — he suggested that they be forewarned of the assaults organization will make upon them.

"It is not the evils found within organization life that puzzle one," he stressed, *"but its very beneficence."* The organization man, working with and through others, feels a moral obligation to the consensus of the group . . . "if he goes off on his own tangent, he wonders, is he being courageous — or wilfully stubborn."

Defining the pressures further, Mr. Whyte noted that organization's dislike of idle curiosity is strongest in the one area where creativity is so important: the scientific laboratory. "Almost every fundamental advance has been the result of a man asking the question why, not as a means to some clearly foreseen end —but one of sheer curiosity . . . all their impulses incline them to highly planned, systematized development in which the problem is clearly defined."

• *Teacher Training and Growth*

A new service center for teachers of history is now being planned by the American Historical Association. Established by a grant of $148,000 from the Ford Foundation on an experimental basis for three years, the center will attempt to bridge the gap between historical research on the university level and history teachers in the public schools. Aim: to provide scholarly research in attaining higher standards of teaching in history. Available from the new service center for teachers: (1) reading lists, pamphlets that summarize recent research in history teaching, other useful materials; (2) a list of 50-60 outstanding professional historians in various parts of the country, willing to consult with school administrators and teachers at their request.

• *Audio-Visual*

Teachers must do daily battle against commercial popular culture, must not compromise with commercial TV says Robert Lewis Shayon. Commenting upon the second defeat of Educational TV (*Saturday Review*, March 17), he tabs results: "Not a single simultaneous, national ETV program anywhere." Only 19 out of more than 200 reserved channels are in use – "a dismal record."

The hope of the ETV movement, since the crisis of five years ago over reservation of TV channels for educational use, has been to supplement, lift popular taste above the popular culture level. The need is for ETV to have its own network "that could compete for the vital attention of our audiences." But two things work against it: lack of funds, public apathy. All in all, Mr. Shayon concludes, ETV is a long, sad story not in the least brightened by the recent remark of NBC board chairman Weaver: "There will be no cultural programming that is not fought for; and that goes for progress of any kind."

• *Guidance*

Failure at high school level prevents many gifted students from going to college, declares Pres. James P. Baxter, Williams College, speaking before the recent conference (*theme*: *"The Gifted Student"*) of the Secondary Education Board in New York City. This "shocking waste," he says, can be cut by an increased number of scholarships, more intelligent counseling to arouse interest in higher education. This counseling, Pres. Baxter points out, begins in junior high, extends outward to parents – "Early identification of the highly gifted is essential."

On the other hand, charges Charles R. Keller, director of the College Entrance Board's advanced placement program, when the gifted student reaches college his new teachers fail too often to understand him, fail to stimulate sufficiently. There is no real challenge for the gifted freshman. College teachers, Prof. Keller concludes, fail to leave the campus enough–"They seldom meet school teachers, they infrequently visit school classes, they know little of school curriculum. Such ignorance leads to unwarranted generalizations about school teaching and students, a failure to understand school problems, to realize that some able students are well taught."

Low high school marks may prove an excellent guide to the entering student's college career, a recent study at Kent State University (Ohio) reveals. A student averaging "C minus" or less in high school has only two out of five chances of doing acceptable college work, must be considered as a probation problem. The study shows that 11% of the freshmen entering the university in 1954 were placed on academic probation by the end of their first quarter, that 55% of these had less than "C" average in high school. Result: Any student now entering Kent with less than a "C" average has a "warning" mark against his name, is limited in course load and extracurricular activities.

CURRENT READING OF SPECIAL INTEREST

Behaviorial Potentials and Kinetics, *by A. H. Turney. Kansas City Studies in Education, Feb. 1956, Vol. 6, No. 2. Request from the Dean, School of Education, U. of Kansas, Lawrence. 28pp. Paper. Free. (An integrated approach to a functional theory of attitudes.)*

• *Physical Education and Health*

A national health survey is proposed by the U.S. Department of Health, Education and Welfare. Involving up to two million people, the million dollar statistical study would be directed against all illness, particularly long-term sickness, Charles I. Schottland, HEW's Commissioner of Social Security reveals. Speaking before the National Health Forum in New York City, Mr. Schottland points out that the last national health survey conducted in 1935-36 is now woefully out of date in its findings.

The purpose of the new survey will be to discover how many Americans are ill, how long they have been ill, and of what disease. In a telegram read to the delegates at the forum, President Eisenhower pointed up HEW's concern over chronic illness by stating that it accounted for almost three-fourths of the nation's daily sickness toll.

What do we mean by physical education? asks Paul E. Landis in *Ohio Schools*. There is a misconception regarding the place of athletics and physical education in the democratic educational program – chiefly because we fail to understand the meaning of the term "physical education." We can only understand it, Mr. Landis says, if we think of it in terms of a *total* program (health, physical education, recreation, athletics). This total program has three types of physical activity: the *basic*, the *intramural*, and the *interscholastic* program.

What constitutes this broad program of physical education? Since "intelligent curriculum construction

is based on an understanding of how children grow and develop," it should contain an appropriate sampling of a varied number of activities ranging from rhythms and dance through creative-dramatic activities to athletic games and skills.

The program should assist *all* youngsters to attain certain objectives of physical education:

—*The development of physical growth and organic power*: the neuro-muscular skills that assure vigorous health and physical fitness.

—*The development of recreational abilities and play interests* for use during leisure time throughout life.

—*The development of desirable patterns of social behavior* which enable individuals to live, work and play together.

—*The development of favorable attitudes, ideals and appreciations* with regard to physical activity.

However, no program of physical education, Mr. Landis concludes, can be justified unless the objectives of the program are in conformity with the objectives of all education.

• *Curriculum*

Reading skills of children will improve if teachers give assignments that are purposeful to students, states Dr. Byron Van Roekel at the recent Michigan Reading Conference at East Lansing. Contending that students too often don't know what to study or why, Dr. Van Roekel suggests three major reading recommendations to increase reading skills:

—Provide the students with necessary subject-matter background to help him understand the reading lesson.

—Teach more problem-solving units using many books at various reading levels, rather than using only one text.

—Help the student learn *how* to study.

The scrapping of the grade system in the Cabool (Mo.) Elementary School for all grades below the seventh has been uniquely successful, Principal Neal Neff reports in the March *School and Community*. In the eight years that the system has been in effect the school has minimized classification of youngsters by grades. All children are placed each fall on the basis of spring tests, other criteria, with the teacher best suited for teaching him on his level.

To understand the beginning child's social and physical development before the opening of school, a one-week orientation for child and parent is held in the spring after the regular school term. The new child enrolling is tested on the second week of his arrival and his educational age is determined. Then he is assigned to the teacher with whom he can do his best work. Some children remain in the primary department four years before moving into the intermediate group. On opening day the list of pupils for each room is posted on the classroom door. Children consult these lists and go to the room assigned.

Cards, Mr. Neff says, are issued every nine weeks. Since the system is based upon individual needs the marking system is simple:

"N" for satisfactory work on the level on which the child is working.

"W" indicates weakness in the work or in a behavior trait.

"I" is given after a marked improvement is noted in correction of a weakness — but only if a "W" has been previously used.

"S" is used to note strength in a given area.

• *Religion, Ethics and Values*

One danger in teaching religion in public schools is that it may result in shallow "public school" religion, says William Lee Miller in the *Reporter*, March 22. He adds that the subject of religion should not be taboo, nor should the teacher who has to deal with the problem be "pressed either into or out of dealing with religion."

Mr. Miller, an ordained minister, formerly Professor of Religion at Smith College, points out that the controversy over teaching religion in the schools is part of a current U.S. "religious revival" which "tends to take short cuts." For this reason the good teacher may be doing religion a service by holding back the youthful rush to accept beliefs. "There is vastly more to the subject of religion than can be possibly dealt with in the public school."

Each faith is quite different from the others, and, he states, there is no essential common core of religion that can be taught in schools. Rather, it might be preferable to let "students make the exhilarating discovery that though each religion can find in itself the basis for living with others, our differences, happily are great and important."

"It is in the churches," Mr. Miller concludes, "that a definite religious content can be taught with authority and commitment. Such religion as may legitimately come into the school will come, as 'secularism' does, not by fiat of a board of education but in the underlying assumptions of some devoted teachers."

• *Education Abroad*

More science teachers for France is the urgent plea of the French government, says Henri Longchambon, chairman of the French Senate's Scientific Research Committee. "If France wants to keep her place, she must prepare for the future and train the necessary scientists. Any delay could be disastrous."

France, Mr. Longchambon reveals, is planning to recruit more scientists and science teachers, as well as devoting more money and scientists to research. Two factors which have hindered the government in its use of scientists have been (1) insufficient money

for research, and (2) inadequate salaries. As a result, the big crisis is in finding enough men to train future scientists. At the present time France trains about 10,000 new scientists annually in the general field of science as compared to 90,000 for the U.S., 120,000 for the Soviet Union. Experts estimate that France every year needs to double that total, add an additional 800 science students for science research.

To meet this deficiency the French government has taken the following measures:

—The Atomic Energy Commission has offered 40 new scholarships to students taking science degrees.

—Paris University is giving a course of extra training to attract people with science degrees to research and teaching, and is offering another 1000 scholarships.

—The Education Ministry has devised a ten-year plan to add 200 new professors, 600 lecturers, 1600 practical instructors to scientific teaching staffs. Thirty new professorships have been created, new equipment given to nuclear physics institutes in Paris and Lyons.

—The National Research Center is drawing up a new program for re-equipping existing labs, building new ones.

CURRENT READING OF SPECIAL INTEREST

Freedom's New Task, *by John Foster Dulles. Dept. of State, Public Services Division, Washington 25, D.C. 10pp. Paper. Free. (An address by the Sec. of State, reviewing Soviet foreign policy, how we are combatting it.)*

U. S. Government Awards Under the Fulbright and Smith-Mundt Acts. University Lecturing—Advanced Research. *Executive Secretary, Associated Research Councils, Committee on International Exchange of Persons, 2101 Constitution Ave., Washington 25, D.C. 29pp. Paper. Free. (A listing of exchange fellowships available under U.S. government sponsorship.)*

• *School Plant*

Steel shortage means less classrooms this coming year, the Office of Education reveals. It is conducting a nationwide survey to determine the seriousness of the situation. Commissioner of Education Samuel N. Brownell has asked state education departments for prompt reports on local conditions, while Ray L. Hammon, the agency's school housing chief indicates that "it looks as if there won't be any room for a lot of kids next fall unless construction picks up soon."

Conceding that steel producers are not producing at full capacity in the field of structural steel essential to school construction, industry spokesmen say that school builders do not give sufficient notice of their needs, instead demand immediate deliveries. School officials reply that financing arrangements take time while school needs remain inflexible. Meanwhile, school districts unable to get the needed steel are rushing complaints to Congress. Sore point revealed by an official of the Office of Defense Mobilization: "five times as much profit is made by the steel industry on the cold-rolled steel going into automobiles as on structural steel."

New Classroom Material

GUIDE FOR TEACHING MONEY MANAGEMENT . . . *Pennies in Their Pockets,* by Sidonie M. Gruenberg and Hilda Sidney Kretch, suggests ways family and teachers can help children manage money . . . maintain budgets. Science Research Associates, 57 W. Grand Ave., Chicago 10, Ill.

FREE FILM FOR VOCATIONAL CLASSES . . . *Coming Out of the Woods* features important developments in the use of wood in building homes, schools, churches. Shows research in practical utilization of wood . . . development of new rosin glues. Bray Studios, 729 7th Ave., N.Y. 19. Color.

HUMAN SIDE OF MATH IS STRESSED . . in newly published, *Bequest of the Greeks,* by Tobias Dantzig. Evolution of mathematics from 5th century B. C. to end of Greek empire. Part I, "The Stage and the Cast," is within ability of advanced high school student. Part II is highly technical. Scribner's, 597 5th Ave., N.Y. 17. $3.95.

SPOTLIGHTING LIVES OF FAMED FOREIGN-BORN . . . *Immigrants All, Americans All,* by Jack Richmond, promotes better understanding between peoples of various nations . . . shows their contributions to American life. Among biographies: Greta Garbo, William Knudsen, Knute Rockne. Intro. by Dr. C. C. Trillingham, Supt., Los Angeles County Schools. Comet Press, 11 W. 42nd St., N.Y. 36. $2.75.

GUIDANCE LEAFLET FOR GIRLS . . . is now available from Girl Scouts of U.S.A. "Why Work" lists requirements . . . job opportunities as a Girl Scout executive. Also available: "Professional Opportunities in Girl Scouting." Free. National Headquarters, 155 E. 44th St., N.Y. 17.

PROJECT MATERIAL FOR SCIENCE CLASSES . . . *How to Make a Miniature Zoo,* by Vinson Brown, explains methods of catching small animals . . . stresses proper care of fish, amphibians, reptiles, mammals, birds that may inhabit zoo. Little, Brown, 34 Beacon St., Boston 6, Mass. 212pp. Appendix. $2.75.

"BOOKS THAT CHANGED THE WORLD" . . . is title of a new book by Robert B. Downs. Purpose: to demonstrate the immense power wielded by books. Discusses influence of 16 books on history . . . among authors: Machiavelli, Paine, Stowe, Harvey. Mentor Books, 501 Madison Ave., N.Y. 22. Paper. 35c.

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HELP FOR STUDENT PUBLICATIONS . . . comes from new filmstrip release, *Your School Publications.* Specific information on organization, management, technical problems. Some titles: "Organizing a Staff," "Finding Feature Material," "Planning the Layout," "Yearbook: Planning and Production." From Jam Handy, 2821 E. Grand Blvd., Detroit 11, Mich. Color. Series of 6: $25.65; ea.: $3.95.

FREE SOCIAL STUDIES AID . . . *The World Makes An Automobile.* Bulletin board display map shows location of chief materials . . . lists materials, uses. Write Automobile Manufacturers Association, 320 New Center Building, Detroit 2, Mich.